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ABSTRACT

This brochure is designed to acquaint persons involved in elementary and secondary instruction in New York State with State syllabi and the State testing program. The New York State testing program was mandated to measure student achievement and program effectiveness in the areas of mathematics, English language arts (reading and writing), science, social studies, and bilingual education. These areas constitute the core of the curriculum provided in elementary and secondary schools. While the use of the state syllabi in these core areas is recommended, rather than required, the content of required state tests are directly related to the goals and objectives of these syllabi. This fact makes it essential that administrators, supervisory personnel, and teachers be aware of the philosophy, the content, goals, and objectives of each syllabus and the nature of the testing program related to each core area. The student outcomes expected in language arts, mathematics, science, and social studies should also apply to limited English proficient students. Addresses are provided for each subject area from which further information can be obtained. (TJH)

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NEW YORK STATE CURRICULUM, MANDATED TESTS AND CONGRUENCE

The University of the State of New York
The State Education Department

NEW YORK STATE CURRICULUM, MANDATED TESTS AND CONGRUENCE

Prepared by the Office of Comprehensive School Improvement Planning in New York City and Office of ESC Education Planning and Support Services and General Education

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Albany, New York 12234

January 1988

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Foreword

The Office of Comprehensive School Improvement Planning in New York City with the cooperation of the Office of ESC Education Planning and Support Services and General Education have prepared this brochure to acquaint persons involved in elementary and secondary instruction with State syllabi and the State testing program mandated to measure student achievement and program effectiveness in the areas of mathematics, reading, writing, science and social studies. These areas constitute the core of the curriculum provided in the elementary and secondary schools of New York State.

While the use of New York State syllabi in these core areas is recommended and not required, the content of required State tests are directly related to the goals and objectives of these syllabi. This makes it essential that administrators, supervisory personnel and teachers be aware of the philosophy, the content, goals, and objectives of each syllabus and the nature of the testing program related to each core area.

The student outcomes expected in Language Arts, Mathematics, Science and Social Studies should also apply to limited English proficient students. It is important that LEP students be provided instruction in these core areas which will enable them to achieve these outcomes.

Instruction in these areas should be adapted to their levels of language proficiency. For some students this may require teaching these core subjects in the native language or, for others, through the use of appropriate English as a second language methodologies.

Mathematics

The teaching of mathematics provides a foundation of skills necessary for all areas of the curriculum. The major reason for the priority given mathematics is its usefulness in helping students to develop problem-solving skills. The students must learn to compute with efficiency and competency and to solve problems both in and out of school. To be lastingly useful, however, mathematics must be understood. Concepts underlying probability, statistics, and the reasonableness of results, as well as computer awareness, are all important in developing mathematical abilities and enabling students to participate effectively in society. Also needed is a sound development of the basic structure of mathematics, particularly those unifying concepts that clarify its many branches. This leads to an understanding of the nature of proof, including skills in reasoning and presentation of a logical argument.

The State mathematics syllabi incorporate this philosophy in a program designed to provide a mathematically literate population for an increasingly technological and service oriented society. It also encourages the appreciation of the aesthetic aspects of mathematics and the respect for it as a universal language.

Syllabus	Content Strands	State Examinations
Mathematics K-6: A Recommended Program for Elementary Schools	Number & Numeration Operations w/ Whole Numbers Operations w/ Fractions Probability and Statistics Geometry and Measurement (Problem Solving throughout)	PEP Test, Gr.3 (covers syllabus thru grade 3) PEP Test, Gr. 6 (covers syllabus thru grade 6)
Mathematics 7 Mathematics 8	Problem Solving Number Concepts Ratio, Proportion, Percent Probability and Statistics Algebra and Coordinate Geometry Computer Awareness Geometry and Measurement	

Syllabus	Content Strands	State Examinations
General High School Mathematics	Set of Integers Rational Numbers Graphing Geometric Measurement Ratio, Proportion, Percent Probability and Statistics Consumer and Job Related Mathematics	Regents Competency Test (RCT) in Math (covers first 7 units of syllabus with foundations of Math 7 and 8)
Sequential Mathematics Course I	Logic Probability and Statistics Algebra Geometry	Regents examination
Sequential Mathematics Course II	Logic Mathematical Systems Euclidean Geometry Analytic Geometry Quadratic Equations Probability and Statistics	Regents examination
Sequential Mathematics Course III	Complex Numbers Relations and Functions Circular Functions (Trigonometry) Transformation Geometry Probability and Statistics	Regents examination

For information, contact:

Bureau of Mathematics Education
Room 3 EB
State Education Department
Albany, NY 12234
(518) 474-5931

English Language Arts

The New York Sate English language arts curriculum recognizes the importance of basic skills and competencies and places them within an integrated program that recognizes and capitalizes on the connections among the language arts. Communication is itself an integrated act involving a variety of skills simultaneously performed. Viewing a work of art, watching a performance, evaluating media communications, and reading a work of literature all involve a variety of complex and interrelated language skills. Instruction in reading, writing, listening, and speaking can be both more efficient and more effective if their related qualities and characteristics are emphasized.

Students skilled in using the English language arts of listening, speaking, reading, and writing will be better able to confront, assimilate, and communicate experience. To help students use language effectively and appreciate fully the oral and written expression of others, a well-designed English language arts program ensures that students will learn to use language to:

- gain information, discover meaning, understand logical relationships, and make judgments through critical listening, reading and viewing;
- speak, write, and solve problems creatively;
- communicate emotions, ideas, opinions, values, experiences, and information;
- discover both the power and the beauty of literature as a mirror of human experience, reflecting human motives, conflicts, values, and traditions.

English Language Arts Program

Grade	Purposes	Evaluation
K ↑	Listening and Speaking for Social Interaction	Degrees of Reading Power Test - Grade 3
	Listening and Speaking for Information and Understanding	Writing Tests for New York State Elementary Schools - Grade 5
	Listening and Speaking for Critical Analysis and Evaluation	Degrees of Reading Power Test - Grade 6

Grade	Purposes	Evaluation
↓	Listening and Speaking for Personal Response	Degrees of Reading Power Test (Preliminary Competency Test) - Grade 8/9
	Writing to Express Self	Preliminary Competency Test in Writing - Grade 8/9
	Writing to Narrate	
	Writing to Explain	
	Writing to Describe	
	Writing to Persuade	
	Reading for Aesthetic and Personal Response	
	Reading for Acquisition, Interpretation, and Application of Information	
12	Reading for Critical Analysis and Evaluation	

For information, contact:

Bureau of English/Reading Education
Room 660 EBA
New York State Education Department
Albany, New York 12234
(518) 474-5608

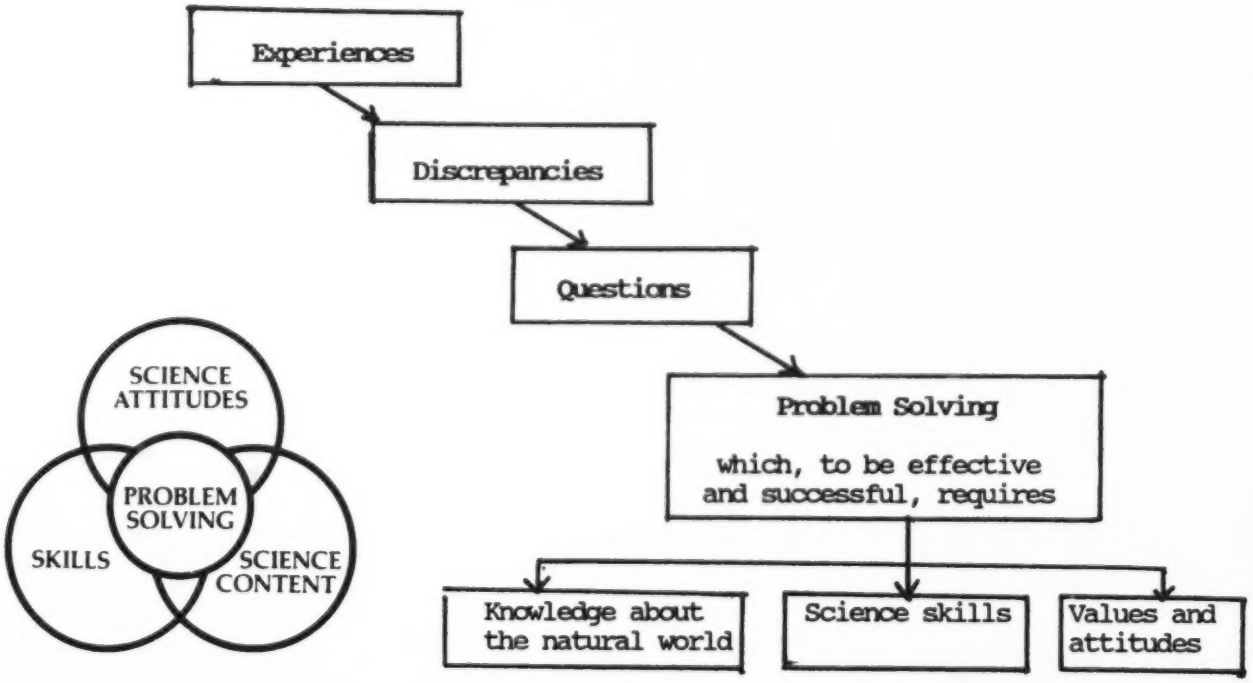
Science

Science and technology influence every aspect of our lives, and are central to our welfare as individuals and to the welfare of our society. We must insure an appropriate science education for all our students. The National Science Teachers Association defines an appropriate science education as one that produces a scientifically and technologically literate person who:

- uses science concepts, process skills, and values in making responsible everyday decisions;
- knows the major concepts, hypotheses, and theories of science and is able to use them;
- has a richer and more exciting view of the world as the result of science education; and
- knows reliable sources of scientific and technological information and uses these sources in the process of decision making.

The New York State science syllabi are predicated on the conviction that all students can develop an understanding and appreciation of science, and can acquire the skills that will allow them to understand the technological world in which they live. The science syllabi identify the science knowledge, the attitudes, and the skills that will help students become informed decision makers and effective problem solvers. The science syllabi delineate a model for problem solving that can be used in building local science programs.

<u>Problem Solving Model</u>



Syllabi and Evaluation Programs

Elementary Science Syllabus		Evaluation
Grade	Content	Elementary Science Program Evaluation Test (ESPET) To be administered by the end of grade 6 To include: Student test components Program environment components Implementation Date: May 1989
K-2 (Level I)	Plant and animal needs and dependencies Objects and Events Properties Interactions	
3-4 (Level II)	Plant and animal life cycles Communities Energy and Materials Systems	
5-6 (Level III)	Environment Populations Energy transfers Ecosystems	
Middle/Junior High Science Syllabus		**Evaluation**
Grade	Content	Regents Competency Test in Science Administered not earlier than the end of grade 9 Based on core process skills and understandings identified in the Information Bulletin: Regents Competency Testing Program in Science Implementation Date: June 1988
7-9	Living Systems Human Systems Microorganisms Earth's Surface Astronomy & Aerospace Science Energy and Motion Chemistry Energy Sources & Issues Science, Technology, and Society	

Recommended Regents Syllabus Options for Grade 8 Accelerated Science and for Grade 9		Evaluation
8 or 9	Regents Earth Science	Regents Earth Science Examination
9	Regents Biology	Regents Biology Examination

For information, contact:

Bureau of Science Education
Room 302 EB
State Education Department
Albany, New York 12234
(518) 474-7746

Social Studies

The social studies, according to the National Council for the Social Studies (N.C.S.S.), "provides students with the knowledge of the world at large and the world at hand, the world of individuals and the world of institutions, the world past, the world present and future. . . ."

According to the New York State Education Department, social studies plays a significant role in a balanced curriculum because:

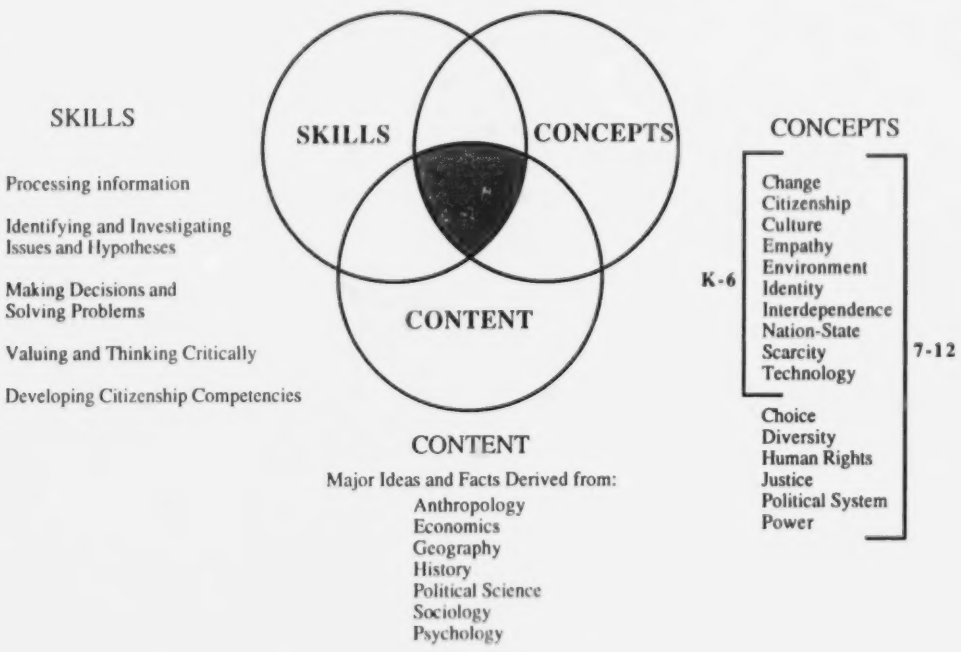
- Social studies provides training in critical thinking skills, such as analyzing, hypothesizing, problem solving, research, and information gathering.

- Social studies education provides a life coping skills for survival in our society. A society with complex social, political and economic systems needs an educational program that provides children with skills for career and consumer decision-making and participation in the political process.

- Social studies fills the traditional role of citizenship education, one of the original rationales for public education in the United States. To ensure the survival of a democratic society, children need to develop the skills and values necessary for participation in public affairs.

The New York State social studies program consists of three major components which are given balanced treatment throughout the K-12 syllabuses. These three major components are skills, concepts, and content. The chart on the following page provides a graphic illustration of their interrelationship which meets the Goals of the New York State Social Studies program.

OVERVIEW OF
NEW YORK STATE SOCIAL STUDIES PROGRAM GOALS
(A Model for Building Curriculum)



Syllabi and Evaluation Programs

ELEMENTARY SOCIAL STUDIES SYLLABUS		EVALUATION
Grade	Content	K-6 PROGRAM EVALUATION includes
K	Self and Others	STUDENT TEST COMPONENTS Given to Grade 6 Students
1	Self/Family/School	
2	U.S. Communities	.50 Multiple Choice Items .1 Writing Sample .Participation Project
3	World Communities	
4	Local History & Government	PROFESSIONAL STAFF COMPONENTS
5	United States/Canada/Latin America Geographic & Economic Emphasis	.Classroom Climate .Materials Needs .Community Resources Used
6	Western Europe/Eastern Europe/ Middle East Geographic & Economic Emphasis	IMPLEMENTATION DATE May 1987

SECONDARY SOCIAL STUDIES SYLLABUS

SECONDARY SOCIAL STUDIES SYLLABUS		EVALUATION	
Grade	Content	IMPLEMENTATION DATES Curriculum	Evaluation
7	United States and New York State History	9/87	7-8 PROGRAM EVALUATION .Student Test Components .Professional Staff Components Spring 1989
8	References to Canada and Mexico State/Federal Government included	9/88	
9	Africa, South Asia, East Asia & Latin America	9/87	9/10
	Global Studies		RCT OR REGENTS
10	Middle East, Western Europe, the Soviet Union & Eastern Europe, the World Today	9/88	(Diploma Requirement*) 6/89
11	United States History And Government (Chronological Development)	9/87	RCT OR REGENTS (Diploma Requirement*) 6/88
12	Economics/Participation In Government (One Semester Each)	9/88	NO STATE REQUIREMENTS

*The Board of Regents has amended the Action Plan to make the RCT's experimental in their first year of administration. This in effect waves passage of the RCT as a diploma requirement in the first year only of each new Regents Competency Test.

For information, contact:

Bureau of Social Studies Education
State Education Department-Room 312
Albany, NY 12234
(518) 474-5978

Bilingual Education

Students of limited English proficiency have diverse educational abilities, backgrounds, needs and levels of academic experience and achievement. They are gifted, handicapped, talented, average, motivated, slow learners, unmotivated and in need of remediation. Their needs mirror those of the English proficient students with the additional pressures of having to learn English quickly and efficiently and to adopt to a new culture,with a minimum of interruption in the educational process

Limited English proficiency is a temporary condition which will pass with appropriate instruction in English as a second language. Until such time however, LEP students must be provided with the same educational challenges, access to the same curriculum, and comparable opportunities for growth which are provided to all students in New York. The student outcomes expected in Language Arts, Mathematics, Science and Social Studies also apply to LEP students. LEP students must be provided instruction in these core areas in ways which will enable them to achieve the outcomes as expected of English proficient students.

The most effective way of accomplishing these goals is by teaching the subjects in the students native language and English while at the same time the student receives instruction in ESL. Where this is not possible, the student must receive instruction in ESL and also instruction in the core subjects using ESL techniques and methodologies. This will require careful control of the English language , however it does not translate to a watering down of the curriculum or of lowering of the States standards. LEP students must be challenged to achieve at their maximum capacity regardless of their level of English proficiency.

Every effort must be made to ensure that the students are evaluated and assessed in the most appropriate manner available. It is best to measure the students progress in the native language, especially if that is the language of instruction. Currently the PEP tests in mathematics for grades three and six are available in Spanish, Chinese, French and Haitian Creole. LEP students who speak those languages in grades three and six must be tested at the same time as the English proficient students. Mathematics and Writing Regents Competency Tests (RCT) are available in 29 languages for LEP students enrolling in an English language school after the eighth grade. Where tests are not available in the native language, teacher prepared instruments and other appropriate techniques should be employed which help determine the students achievement in the subject being measured, despite the limitations in the English language.

LEP students must be taught, challenged and assessed WHILE THEY ARE LEARNING THE ENGLISH LANGUAGE.

For information, contact:

Bureau of Bilingual Education
Room 301 EB
State Education Department
Albany, NY 12234
(518) 474-8775

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